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ABSTRACT

Reported by the Great Lakes Region Special Education Instructional Materials Center are field test evaluation of 18 auditory instructional materials for use with handicapped children who learn best through the auditory modality. Among materials evaluated are a taped program on use of the abacus and a cassette audiotape on bird habits and sounds. Most reports include a description of the materials and information on field test procedures, test population, equipment used, and findings. Many also provide objectives of the materials, a summary of learner comments, learner prerequisites, and evaluation summaries (or general comments). Referred to throughout the reports are learner stages of development as defined by a learner classification system described in a related document (EC 071 333). On the back of each report is information on the material as it appears in the Auditory Learning Materials for Special Education Catalog (EC 071 338). (LS)

For fiscal year 1973-74 the Great Lakes Region Special Education Instructional Materials Center focused its media/materials efforts on instructional materials that could best be utilized by handicapped learners who were auditorally advantaged. A series of correlated strategies were conducted that included the evaluation of commercially available auditory instructional materials, the modification of instructional materials to make them more effective for auditory learners, and the development of new auditory materials. A vital aspect of this effort was the classroom evaluation of available, modified, and newly developed auditory instructional materials with handicapped children who best learn through the auditory modality. This paper is one of a series of reports on auditory instructional materials that details information collected through this classroom field testing.

ED 103 758

Report
OF FIELD TEST EVALUATION

The Abacus
Lessons I and II

Material Description
The Abacus is a taped program of four sequential lessons on the use of the abacus produced by The Acoustifone Corporation. The kit contains two cassettes and a small Japanese abacus. The tape instructs the learner on how to place the abacus for use, introduces the vocabulary, explains how to manipulate the beads, and then provides many problems for drill and practice.

The publisher's objectives are:

1. to understand the structure of the number system, place value, rename numbers, add and subtract
2. to develop skill in mental arithmetic
3. to develop discipline in concentration
4. to develop skill and speed in using the abacus as an aid in computing math problems.

Field Test Procedure
"The Abacus, Part I" was field tested with children who had previously been identified as advantaged auditory learners.

	Regular Class	L.D. Class
Stage IIa*	6	1
Stage IIb*	5	1

During the first three individual instructional units of field testing, the first half of the Part I tape was successfully completed by these three students. However, at a particular point in the tape, all three students began experiencing difficulty. After investigating the content of the tape, it was apparent that the prerequisite math skills changed at this point in the tape. The first half of Part I demands only the understanding of using numbers one through five. Then abruptly the child is asked to use numbers six through nine. On a Japanese abacus this presented a completely different conceptual problem as this abacus is arranged with one "five" bead and four "ones" beads and, therefore, requires some understanding of Base Five.

Upon reaching this conclusion, we modified the Part I tape by dividing it into two sections: one with numbers one through five and the second with a review of one through five, some introductory problems using six through nine, and then continuing with the original Acoustifone program. The remaining ten students in the field testing were given both of the modified sections in two separate instructional units in individual settings.

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Field Test Findings
Based on field tests with the modified versions of the tape, the following observations were made:

1. The abacus which accompanied the tapes was difficult for the children to manipulate because of its small size and the moveability of the beads which made it difficult for the children to keep their place. It was found that the American Printing House for the Blind abacus was used more successfully by the students.
2. Although the students enjoyed the feedback provided after each computation, they became annoyed and bored with the repetition of the same problem.
3. Auditory memory and understanding of and previous experience with Base Five are prerequisite abilities for the original material. This material does not teach math concepts. It seems most appropriately used as enrichment for math students who already have a thorough understanding of the number system.

Cindy Lafkas

***Stages**
Throughout this report, "stage" refers to one of four stages of development that have been defined by the project staff. A detailed examination of the Learner Classification System and the developmental stages can be found in **Bridging the Gap Between Materials and Learners: Maximizing Auditory Instruction,** Auditory Learning Monograph Series, Consortium on Auditory Learning Materials for the Handicapped, July 1974. Briefly, the stages are characterized as follows:

Stage I is characterized by egocentric, isolated thoughts, necessity for proximity to learning situation, and individuality of responses.

Stage IIa is characterized by inconsistent and unpredictable cognitive behaviors, necessity for concrete objects, selectivity in generalizing and affinity for the obvious.

Stage IIb is characterized by ability to solve problems if accompanied by concrete objects and sequenced events, integration of self-concept, and selectivity in generalizing.

Stage III is characterized by ability to solve verbal problems logically, exaggerated concern for self, and emphasizes group relationships.

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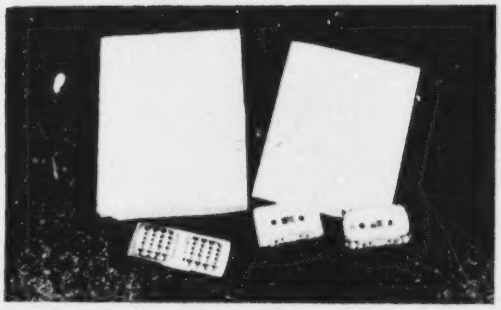
EC 071 338

Great Lakes Region Special Education
Instructional Materials Center
Michigan State University
East Lansing, Michigan

DESCRIPTION

The Abacus: Four Sequential Lessons in the Use of the Abacus is designed to help students understand the structure of the number system, to develop skill in mental arithmetic, discipline in concentration and skill and speed in using the abacus as an aid in computing answers to problems. The publisher states that 'lessons are self-directing and audio guides the student in the practice of each new concept as it is introduced."



STUDENT OBJECTIVES

--to understand the structure of the number system

--to develop skill in mental arithmetic and discipline in concentration

--to develop skill and speed in using the abacus

PRODUCER

Acoustifone Corporation
8954 Comanche Ave.
Chatsworth, CA 91311

DATE

1969

CONTENT

--two audiotape cassettes

--one teacher's guide

--abacus

COST

$17.50

PROCEDURE

Any number of students are to listen to the audiotape cassette and respond as they are instructed to. Teacher direction is not necessary. Each lesson is 20 minutes long.

COMMENTS

--seems to work best with children who have math aptitude

--child must respond easily to auditory instructions

EQUIPMENT NEEDED

A cassette recorder is required.

FOCUS AREA	TITLE	RECOMMENDED FOR
Mathematics	THE ABACUS: Four Sequential Lessons in the Use of the Abacus	Primary/Elementary CA/MA: 7

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Report
OF FIELD TEST EVALUATION

Beginner's Bird Box
Bluejay

Material
The kit includes ten lessons on ten different birds, their habits and sounds. The presentation mode is primarily auditory, using a cassette audiotape; visual stimuli in the form of well-illustrated information cards are supplemental. The instructional level is primary and the interest level is primary-intermediate. The materials can be used for a child- or teacher-directed experience. Each lesson is approximately 10 minutes in length and can be used in an individual or a small group setting.

For field test evaluation, a portion of the tape, the lesson about bluejays, was used. The lesson was modified by the addition of an introduction and a post-test, both of which asked for student responses. Three of the picture cards (a bluejay, a nest with eggs, and silhouettes) were also used during field tests.

Procedure
The instructional unit was field tested on ten occasions in one-to-one situations with Stage II* learners. The following procedure was used:

1. The introduction was presented (on the tape) as an advance organizer. The student was asked pre-test questions.
2. The instructional sequence on bluejays was presented.
3. The post-test questions were asked (on the tape).
4. A series of discussion questions were asked from the accompanying field test user's guide.
5. The student was asked to rate the tape on a special form to indicate whether he liked it, did not like it, or was not sure.

Equipment
Each field test experience was taped in its entirety for staff feedback and evaluation data. An Audiomate 590 delivered the instructional tape, allowing the insertion of inaudible pauses, which stopped the tape after each pre- and post-test question to allow time for student response. The student restarted the tape each time by pushing a restart button.

Summary Data
1. Pre-post information: Was the post-test performance better than the pre-test performance?

Of the ten sessions using the material, eight post-test performances were better than those of the pre-test. Two reactions were not applicable.

2. How many student interactions were there?

For the ten sessions there were 78 material/student interactions, an average of 7.8 per student. The range of interaction was from a high of 15 to a low of 3. The student with the largest number of interactions exhibited positive reactions across all dimensions used in rating the material while the student with the lowest number of interactions was quite unresponsive across all dimensions.

3. Student Ratings: How did the student rate the tape?

Six of the ten students rated the tape as "I liked it". They made such remarks as: "I would like to hear more tapes about birds", "I like birds and animals. I have a bird". One student had a neutral reaction to the tape. The other three students were quite indecisive and did not rate the tape in any way.

4. Paid Attention: Did the child pay attention during the tape?

Evaluators reported that nine of the ten students did attend to the tape during the sessions. The one student who failed to attend was the same student who had the lowest number of interactions with the tape. This student exhibited such behaviors as restlessness, distractibility, etc.

5. Discussion: Was the child expressive in the discussion that followed?

Six of the ten students were expressive during the follow-up discussions. Even the child with the least number of interactive responses was expressive during follow-up discussions. There was only one situation in which the student was not expressive. There was insufficient data for a decision on the other three.

6. Appropriate: Was the material appropriate for the child?

In nine of the ten sessions, the material was rated as appropriate for the child. The one report of inappropriateness was due to an evaluation that the rate of presentation was too rapid.

General Summary
Based on field test experiences, the bluejay portion of the "Beginner's Bird Box", with the additions of an introduction and a post-test, was a successful auditory learning material. Post-test data indicated that the objectives were achieved with the level of students for which it was designed. The type of format which was designed to elicit material/student interaction did achieve that purpose. The material was interesting enough to have held the attention of 90% of the students who used it; 60% of the students were expressive during follow-up discussions. Evaluators rated the tape as appropriate for 90% of the students who used it.

Presumably, the other nine lessons in "The Beginner's Bird Box" would rate similarly.

Charles Brown

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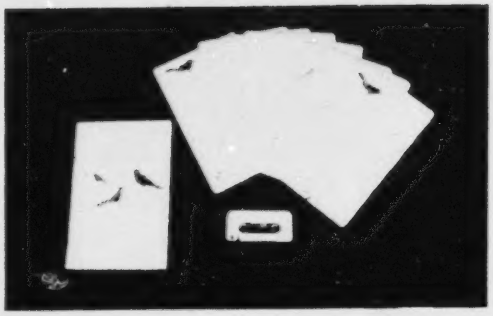
Stage IIb is characterized by ability to solve problems if accompanied by concrete objects and sequenced events, integration of self-concept, and selectivity in generalizing.

Stage III is characterized by ability to solve verbal problems logically, exaggerated concern for self, and emphasizes group relationships.

Great Lakes Region Special Education Instructional Materials Center
Michigan State University
East Lansing, Michigan

DESCRIPTION

Beginner's Bird Box is a series of 10 lessons of bird study (identification, their nests, habits, and calls; which has been prepared to be utilized in a small group or with individuals. The teacher's guide presents objectives, methods for initiation, culmination activities, vocabulary, as well as a bibliography for both adults and children.



STUDENT OBJECTIVES

--to identify birds and their calls

--to identify bird eggs and silhouettes

--to identify characteristics of different birds

--to identify ways birds help ecology

CONTENT

--10 information cards, with pictures and words to songs

--one cassette

--one teacher's guide

PROCEDURE

All instructions for each lesson are presented on the tape. Included in the guide are guidelines to the evaluation of successful completion of the program. It may provide the basis for an instructional unit.

EQUIPMENT NEEDED

A cassette recorder is required.

AUTHOR Julia K. Fenderson

PRODUCER Educational Insights, Inc.
423 S. Hindry Ave.
Inglewood, CA 90301

DATE 1973

COST $12.95

COMMENTS

--well thought out, well packaged program

--is appropriate for many age levels depending on interest

--very complete teacher's guide

--very adaptable; easy to listen to and follow directions

FOCUS AREA	TITLE	RECOMMENDED FOR
Science	Beginner's Bird Box	Primary/Intermediate CA/MA: 6

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Report
OF FIELD TEST EVALUATION

Bi-Lingual Early Learning Filmstrip Library
Nimble B. Bimble (English and Spanish)

Description
"Nimble B. Bimble" is one of six stories in the series intended for use with bi-lingual children. Shari Lewis and Rita Moreno narrate the English and Spanish versions of this story about a dog who talks in tongue twisters. Throughout the tape children are encouraged to repeat the tongue twisters. Time is provided for the child to respond.

Procedure
For field test purposes, a pre-test was added to determine if the children knew the tongue twisters presented in the tape. The original tape was then played, with its programmed pauses for response time. These responses, recorded on a separate tape recording, were evaluated as a post-test.

The equipment used in field testing was a Montage Productions, Inc. Audiomate 590 cassette recorder for presenting the material and a Sony TC 45 for recording the entire field test experience.

"Nimble B. Bimble" was presented in individual settings only and the accompanying filmstrip was not used. The eight students who participated were assessed at Stages IIa* and IIb*.

	Regular Class	L.D. Class
7 at Stage IIa	3	4
1 at Stage IIb	1	
2 Spanish speaking	1	1

Summary of Evaluation Data
1. Pre-test/Post-test Performance

The pre-test asked the student to repeat some tongue twisters which were to be presented in the tape. As the child was to repeat these same tongue twisters in the body of the tape, there was no separate post-test. However, three of the students improved their performance from the pre-test to the sections of the tape where they repeated the tongue twisters, and the remaining five showed no appreciable improvement or regression.

2. Interaction

Most of the interactions with this tape were answers to questions in the tape or repeating tongue twisters. Of the eight students who heard the English version there was a total of 109 interactions or an average of about 12 per student with a range of 8 to 23 interactions per experience. The two Spanish speaking students who heard the Spanish version interacted eight and thirteen times.

3. Rating

Five students rated the tape as "I liked it." Three were undecided. Responses ranged from "I like it" to "I don't like tongue twisters. I have a lot of work to do in the class."

The two Spanish speaking students enjoyed both versions. One said it was nice to hear something in Spanish.

4. Attention

In every instance, evaluators reported that the child did attend to the material. (Note: Each child exhibited a different listening behavior but all were judged to be attending.)

5. Discussion

In five of the eight post-discussion sessions, students were expressive and responded appropriately to discussion questions. Three students were inexpressive.

6. Appropriateness

The tape was judged as appropriate for six of the eight students who heard the English version. For one it seemed inappropriate and for one it was difficult to determine because the child was inexpressive.

For the two students who heard the Spanish version it seemed to be appropriate.

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General Impressions
The producer's format designed to elicit material/student-interaction did achieve that purpose and most children enjoyed attempting the tongue twisters. However, two students who seemed to have auditory sequencing problems or were relatively inexpressive had difficulty with the responses and remained inexpressive. In spite of this it is felt they were motivated by and interested in the material.

Two observers also noted that perhaps repeating the whole story twice, as the producers do, makes the tape too long.

The length of the pauses programmed in the tape does not seem to be appropriate for some children. These children were ones who wanted to try the tongue twisters a second or third time, but were interrupted by the taped narrative. Other children took longer to begin their response and hadn't finished when the tape restarted. An allowance for these individual differences could be made by using an inaudible signal which stops the tape and allows the child to restart the tape when he's ready.

Much of the success of this material is due to the talent and personality of Shari Lewis, the narrator. Her enthusiasm is contagious and especially effective for encouraging children to participate.

Although the producers believe this is appropriate for Stage I* learners, the length of the presentation and the memory and verbal expression skills necessary tend to make it more appropriate for Stage IIa learners. This tendency appeared during field testing.

Cindy Lafkas

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Great Lakes Region Special Education
Instructional Materials Center
Michigan State University
East Lansing, Michigan

DESCRIPTION

"Nimble B. Bimble" and "The King and . . ." are two units in the Bi-Linqual Early Learning Filmstrip Library designed to improve student skills in listening, and auditory and verbal sequencing. This series also helps stimulate student thinking, imagination and verbal expression. Interaction with the material is provided as the students are to respond to questions during the presentation of the tape.

STUDENT OBJECTIVES

--to improve listening skills

--to improve auditory and verbal sequencing

--to stimulate thinking, imagination and expression of ideas

CONTENT

--six audiotape cassettes

--six filmstrips

--one teacher's guide

PROCEDURE

This unit is very adaptable in a variety of settings in which the students can respond verbally. Individual or small group settings are most appropriate. Follow-up activities and teacher direction are suggested. Each of the lessons is 10 minutes long.

EQUIPMENT NEEDED

A cassette recorder and filmstrip projector is required.

PRODUCER

Miller Brody Productions
342 Madison Ave.
New York, N.Y. 10017

DATE

1970

COST

$89.70

COMMENTS

--strips are brightly colored cartoons

--students with auditory sequencing problems may have difficulty, but still enjoy it

--may be too long, but story is told twice so could be modified

--entertaining and worthwhile

--may be used effectively without visual

FOCUS AREA	TITLE	RECOMMENDED FOR
Communication skills/ Auditory discrimination	BI-LINGUAL EARLY LEARNING FILMSTRIP LIBRARY "Nimble B. Bimble" "The King and . . ."	Preschool/Primary CA: 4 MA: 5

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Report
OF FIELD TEST EVALUATION

Bowmar Reading Incentive Program
Horses

Description of Materials
"Horses" is one of sixteen units of the ***Bowmar Reading Incentive Program.*** As published, the unit includes one cassette, one filmstrip, and student-use booklets which consist of the color photographs of the filmstrip and the printed script of the cassette recording. The objective is to teach reading. For field testing, only half of the audio component (time-5:41) was used, and not the accompanying filmstrip nor the booklet. Thus, the goal was changed from reading to listening – learning through the auditory channel. The tape was further modified to include three content dependent pre- and post-test questions which ask the student to supply the missing word. With these additional two minutes, the total tape time is about eight minutes.

The following data is based solely on the modified field test version of "Horses".

Story
A masculine voice, against intermittent background guitar music, tells about Robin, an elementary aged girl, and her horse, Sam. The narrative provides information about the care, training, nature and exhibiting of horses.

Objectives
1. The student will obtain factual information about an area of interest.
2. The student will acquire vocabulary, comprehensive and critical listening skills.

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Field Test Population
"Horses" was field tested with seven students assessed as auditory learners.

4 learning disabled students were assessed as Stage IIa*.

3 blind students were assessed as one at Stage I* and two at Stage IIb*.

Equipment
Equipment required to use this material consisted of a cassette recorder for presenting the material and another recorder for recording the student's responses to questions and any other verbal interactions with the tape. In addition, the modified version of this tape included inaudible pauses which stop the tape after each pre- and post-test question. To restart the tape, it was necessary to push a restart button. This feature was utilized in four of the field tests, and necessitated the use of an Audiomate Cassette Recorder and a student-operated restart button. On the other three occasions, the evaluator stopped and started the tape manually on the regular cassette recorder.

Field Test Findings
1. Pre-test/Post-test Performance
   Based on seven evaluations, four students performed better on the post-test. The other three students answered none correctly on pre- or post-tests.
2. Material/Student Interactions
   While the tape does not call for interaction other than the pre/post questions, four of the seven students did interject comments, movements, expressions during the story.
3. Student Rating
   4 liked tape
   2 not sure
   1 did not like
   5 wished to hear second part
   2 did not wish to hear second part.
   (One student liked the tape, but did not wish to hear second part; the two students who were not sure if they liked it did wish to hear second part.)
4. Student Attentiveness
   Based on behavioral observations, evaluators judged six of the seven students to be attentive throughout the tape. The other was somewhat attentive with periodic lapses.
5. Discussion
   Limited expressive discussion was evident in six of the occasions. Students answered briefly and unenthusiastically the questions posed by the evaluator. One student (blind, Stage IIb) was especially expressive.
6. Appropriateness (Material/child match)
   Evaluators judged the material appropriate for two students (blind, Stage IIb), somewhat or questionably appropriate for three, and not appropriate for two.

General Comments
1. Whether the tape stopped automatically and was restarted by the student with the restart button or was stopped and started by the evaluator with the regular recorder made no observable difference.
2. The pre/post test questions asked the student to supply three uncommon vocabulary words which occurred only twice each, early in the story. All seven students scored 0 on the pre-test; only four could recall any of those words on the post-test (3 students recalled one word, only one student recalled two words, no one recalled all three words.) It seemed too difficult a task in auditory selective recall. The particular questions were probably not reliable measures of learning. All seven students were able, to some degree, to discuss the content indicating more learning than the post-tests did.
3. The two times that the material was considered appropriate were when it was used with totally blind Stage IIb learners. Every evaluator who judged it less than appropriate indicated that the tape contained too much content with too little redundancy to be sufficient in itself for any but extremely capable auditory learners. (Use of the filmstrip and/or the student book, as prescribed by the publisher, would provide the additional input for making "Horses" a good learning material for sighted learners.

Phyllis O'Connor

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Great Lakes Region Special Education
Instructional Materials Center
Michigan State University
East Lansing, Michigan

DESCRIPTION

Bowmar Reading Incentive Series contains several individual units (i.e., Horses, Motorcycles, Minibikes and Drag Racing). This series is designed to motivate disinterested readers, improve reading abilities and strengthen listening skills. This material also makes students aware of the subjects which are discussed in the series and therefore, expands their reading in varied media. The script from the audiotapes and photographs from the filmstrips are reproduced in student books.

STUDENT OBJECTIVES

--to motivate interest in reading

--to improve reading abilities

--to improve listening skills

--to become familiar with horses, motorcycles, minibikes, and drag racing

CONTENT

--three audiotape cassettes

--one phonograph record (Drag Racing)

--six filmstrips

--one teacher's guide

--student books

PROCEDURE

The filmstrips and audiotape cassettes should be presented together and the students may be given the student books during the presentation or following it. Any number of students may attend the presentation. Teacher direction and follow-up activities are suggested. Each lesson is 10 minutes long. The teacher's guide provides complete instructions.

EQUIPMENT NEEDED

A cassette recorder and filmstrip projector is required.

AUTHOR Ed and Rugh Radlauer

PRODUCER Bowmar Publishing Corporation
622 Rodier Dr.
Glendale, CA 91201

DATE 1971

COMMENTS --male conversational voice

--high interest/low level reading

FOCUS AREA	TITLE	RECOMMENDED FOR
Reading	Bowmar Reading Incentive Series	Primary/Intermediate/Advanced CA: 9-10 MA: 7-8

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Report
OF FIELD TEST EVALUATION

Bowmar Reading Incentive Series
Minibikes, Drag Racing

Material
"Minibikes" and "Drag Racing" are two units in the ***Bowmar Reading Incentive Series,*** the purpose of which is to provide remedial reading and stimulation of interest in reading. Each unit of the series is composed of a filmstrip, a ten-minute cassette audiotape, and student-use soft-back books which are the printed copy of the audiotape script and the color photographs of the filmstrips. On the audiotape, a male voice gives direct information in a conversational tone. The kits may be used by the student(s) independently or with a teacher.

Field Test Procedure
"Minibikes" was field tested on two occasions using the audiotape only. "Drag Racing" was field tested five times, using the audiotape and the accompanying student book. Hence, the purpose was changed from providing remedial reading to 1) developing vocabulary, comprehension, and critical listening skills, and 2) experiencing successful learning through auditory materials of personal interest.

Each of the seven sessions involved one evaluator and one student. First, the evaluator explained to the student the general content of the audiotape that he played. The tape began with three content-based pre-test questions (a modification for the purpose of field-testing), then half of the presentation was played, followed by the same three questions. The evaluator then asked the student if he cared to hear the second half and why or why not. After playing the second half, the evaluator asked questions aimed at promoting discussion and asked the student to rate the tape. The sessions were recorded for convenience in later evaluation of student responses. The evaluator also wrote behavioral observations and impressions during the sessions.

Learners
All seven learners were boys, students in a half-day learning disabilities program and had been previously identified as auditory learners. One was Stage I*, four were Stage IIa*, and two were Stage IIb*.

Findings
Each of the students given the pre- and post-tests increased their percent correct on the post-test, usually by 33 1/3. Only one student answered all three correctly on the post-test. The questions required attention to and memory of detail, which were the kinds of questions to which the material lent itself, but which seemed to be a difficult task for the children.

The students all displayed interest and attention verbally and non-verbally. In four of the five instructional units which incorporated the student books, the observer noted the boys' interest in the pictures. All requested to hear the second part. All but one were expressive in discussing the content after hearing the tapes. All rated it positively.

Comments
"Minibikes" and "Drag Racing" did seem appropriate for these Stage I and II boys in terms of interest and length. There was insufficient evidence to determine whether the field test objectives were met. There was a large amount of information delivered auditorily at a fairly rapid pace without repetition. This aspect could hinder real learning, but the subject matter was such that the experiences were pleasant for the boys.

Phyllis O'Connor

***Stages**
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Stage IIb is characterized by ability to solve problems if accompanied by concrete objects and sequenced events, integration of self-concept, and selectivity in generalizing.

Stage III is characterized by ability to solve verbal problems logically, exaggerated concern for self, and emphasizes group relationships.

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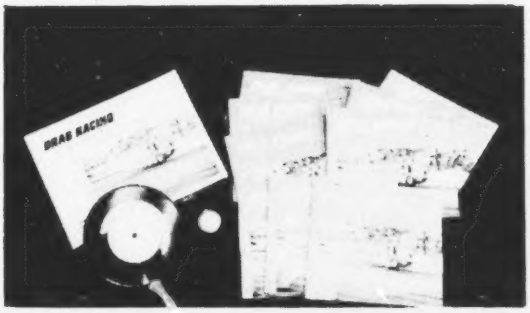
Great Lakes Region Special Education
Instructional Materials Center
Michigan State University
East Lansing, Michigan

DESCRIPTION

Bowmar Reading Incentive Series contains several individual units (i.e., Horses, Motorcycles, Minibikes and Drag Racing). This series is designed to motivate disinterested readers, improve reading abilities and strengthen listening skills. This material also makes students aware of the subjects which are discussed in the series and therefore, expands their reading in varied media. The script from the audiotapes and photographs from the filmstrips are reproduced in student books.



STUDENT OBJECTIVES

--to motivate interest in reading

--to improve reading abilities

--to improve listening skills

--to become familiar with horses, motorcycles, minibikes, and drag racing

AUTHOR Ed and Rugh Radlauer

PRODUCER Bowmar Publishing Corporation
622 Rodier Dr.
Glendale, CA 91201

CONTENT

--three audiotape cassettes

--one phonograph record (Drag Racing)

--six filmstrips

--one teacher's guide

--student books

-

DATE 1971

COMMENTS

--male conversational voice

--high interest/low level reading

PROCEDURE

The filmstrips and audiotape cassettes should be presented together and the students may be given the student books during the presentation or following it. Any number of students may attend the presentation. Teacher direction and follow-up activities are suggested. Each lesson is 10 minutes long. The teacher's guide provides complete instructions.

EQUIPMENT NEEDED

A cassette recorder and filmstrip projector is required.

FOCUS AREA	TITLE	RECOMMENDED FOR
Reading	Bowmar Reading Incentive Series	Primary/Intermediate/Advanced CA: 9-10 MA: 7-8

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Report
OF FIELD TEST EVALUATION

The Changing Seasons
Winter, Autumn

Material

The Changing Seasons is a four cassette, four filmstrip unit from the Society for Visual Education of which "Autumn" and "Winter" are portions. Each portion describes seasonal changes which occur in nature and in family activities. Each portion is approximately eight minutes in length.

Objectives

1. To motivate children to ask questions about their environment
2. To motivate children to explore their environment
3. To present facts about seasons.

Prerequisites

Auditory memory, specifically attention, and selective recall at an instructional level are necessary for learning to take place.

Field Test Procedure

Pre- and post-test questions were presented on tape before and after the commercially available material was presented. "Winter" was used with or without the filmstrip with eight Stage II* learners. "Autumn" was used with four visually impaired Stage II learners without the filmstrip.

Equipment

1. An Audiomate 590, with a restart button, for the content presentation
2. A cassette recorder to record all verbal interaction during the experience
3. An individual filmstrip viewer when the visual component was used.

Field Test Findings

1. 80% of the students indicated that they "liked the tape." The remainder were neutral. No students appeared actually negative.
2. The amount of interaction varied, many times due to observer's own interpretation of interaction with the material.
3. 80% of the students did better on the post-test indicating that some learning did take place. One student appeared to be at competency level and secure in his original answers, which were good ones, but did not add anything specifically mentioned in the tape at the post-test.
4. All students appeared to have been attentive during the presentation both with and without the visual. Extraneous movement, however, diminished somewhat with the addition of the visual component.

General Comments

1. The length of the material seemed appropriate for Stage II learners.
2. The material generally held the children's attention.
3. The use of the filmstrip seemed to keep unnecessary movement to a minimum.
4. Post-test improvement appeared to be more significant when the filmstrip was used.

Marsha C. Smith

***Stages**

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Stage IIb is characterized by ability to solve problems if accompanied by concrete objects and sequenced events, integration of self-concept, and selectivity in generalizing.

Stage III is characterized by ability to solve verbal problems logically, exaggerated concern for self, and emphasizes group relationships.

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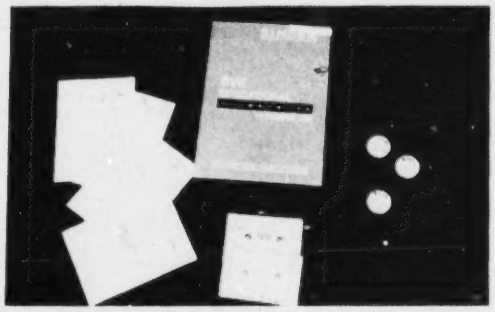
Great Lakes Region Special Education
Instructional Materials Center
Michigan State University
East Lansing, Michigan

DESCRIPTION

The Changing Seasons is an audio/visual presentation in four parts (Winter, Autumn, Summer and Spring) to be used as a supplement with primary level students to explore their own environment. Three of the four lessons emphasize seasonal changes. The other lesson stresses nesting habits of three bird families. All of the lessons explain simple science concepts such as floating, shadows and migration.



STUDENT OBJECTIVES

--to motivate children to ask questions regarding their environment

--to present information about nature

--to improve vocabulary

CONTENT

--four audiotape cassettes

--four filmstrips

--one teacher's guide

PROCEDURE

This material can be used with or without the visual. Each segment is to be used separately as a supplemental part of an elementary study unit. Audio portion is primary input. Each lesson is 8 minutes in length.

EQUIPMENT NEEDED

A cassette recorder and a filmstrip projector is needed.

AUTHOR Jeanne Bendick

PRODUCER Singer
Society for Visual Education
1345 Diversey Parkway
Chicago, IL 60614

DATE 1973

COST $40.50

COMMENTS

--visual component adds to educational experience

--well prepared

--audio portion clear and concise

FOCUS AREA	TITLE	RECOMMENDED FOR
Science	The Changing Seasons	Primary/Intermediate CA/MA: 6

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Report
OF FIELD TEST EVALUATION

Discovering Number Facts
Odd and Even Numbers

Story
Through a musical story of Noah's Ark, the student is exposed to the concepts of odd and even numbers. Students are instructed by the tape to draw dots.

Procedure
1. In field test settings, the material was used with a cassette recorder, paper and pencil.
2. Students were requested to listen to two pre-test questions, listen to the musical story and draw dots when directed to do so, and finally to answer post-test questions. Pre- and post-test questions were:
   A. Even numbers come in _____ (pairs).
   B. If a number isn't even, it must be _____ (odd).
3. The unit can be used with individual students, small groups, or an entire class. The unit can be used without teacher guidance and assistance.
4. The length of the entire unit (questions and story) is approximately ten minutes.

Material Comments
"Odd and Even Numbers" is one unit from the ***Discovering Number Facts*** series of eight cassette tapes. Field test evaluations used only one tape, and modified it for evaluation by adding pre- and post-test questions.

Learner Comments
"Odd and Even Numbers" was evaluated with eight students on an individual basis in a regular classroom.

Evaluation Comments
Based upon evaluation data from eight students, the following was observed:
1. Six of the eight students rated the tape positively (they liked it), one student was not sure, and one did not like the tape.
2. Five of the eight students evaluated attended to the tape.
3. The material appears to be appropriate for the following audiences:
   Stage I* Not appropriate
   Stage IIa* Appropriate
   Stage IIb* Appropriate
   Stage III* Appropriate

Summary
With the appropriate audience, the objective of discrimination between odd and even numbers was achieved through this unit. The unit, however, appears to be of a supplemental nature, requiring prior experience in dealing with the concept.

Drawing dots provided opportunity for participation which appeared to help students attend to the unit.

Bill Anderson

***Stages**
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Stage III is characterized by ability to solve verbal problems logically, exaggerated concern for self, and emphasizes group relationships.

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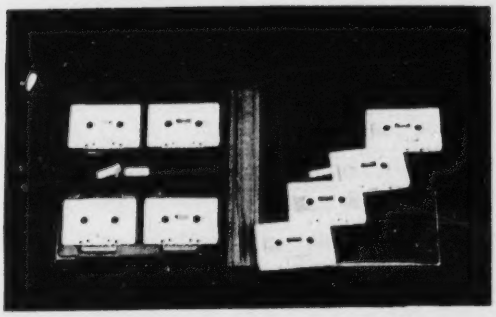
Great Lakes Region Special Education Instructional Materials Center
Michigan State University
East Lansing, Michigan

DESCRIPTION

Discovering Number Facts: Number Riddles/Odd and Even Numbers are two examples of lessons that introduce numbers, math concepts, number facts under 10, odd and even numbers and explains why we use numbers. The information is presented through songs, stories and music.



STUDENT OBJECTIVES

--to learn numbers and why we use them

--to learn math concepts

--to learn number facts under 10

PRODUCER Troll Associates
320 Rt. 17
Mahwah, NJ 07430

CONTENT --eight audiotape cassettes

DATE 1971

PROCEDURE Any number of students may listen to the audiotape cassettes and respond as directed. No teacher direction is necessary during the listening time. Each lesson is 6 minutes long.

COST $36.80

EQUIPMENT NEEDED A cassette recorder is required.

COMMENTS --music and lyrics are enjoyable
--good supplemental material

FOCUS AREA	TITLE	RECOMMENDED FOR
Mathematics	DISCOVERING NUMBER FACTS Number Riddles Odd and Even Numbers	Preschool/Primary CA/MA: 4

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Report
OF FIELD TEST EVALUATION

Fantastic Fables: Values for Tomorrow
Finnegelwyk Visits the Earth

Story
To determine if the planet Earth is ready to join an Interplanetary Galaxy, an exploratory team headed by Finnegelwyk is sent to Earth and meets an Earth man, Mr. Green, who takes them on a tour. The story is told by Finnegelwyk who uses a voice that sounds like it is from outer space. Ecological and environmental aspects of food, health, spatial freedom, pollution, etc. are discussed in an interesting and humorous format.

Procedure
1. In field test settings, the material was used with a cassette recorder.
2. Students were requested to listen to four pre-test questions at the beginning of the tape, listen to the tape, and respond to the same four questions in a post-test. The questions asked were:
   A. Why did Finnegelwyk visit the Earth?
   B. What did Finnegelwyk think about the food Earth people eat?
   C. Mr. Green mentioned some reasons why people live in cities. What were the reasons?
   D. What are some of the causes of air pollution?
3. The unit can be used with individual students or small groups. The unit is self-instructional; it can be used without the teacher, but it is not recommended. There is information on the tape that could promote a good discussion.
4. The length of the entire unit (questions, listening, and discussion) should take approximately 20 minutes.

Material Comments
"Finnegelwyk Visits the Earth" is one unit from the ***Fantastic Fables–Values for Tomorrow*** series. Each unit contains a filmstrip, comic book, and cassette tape. "Finnegelwyk" was modified for evaluation by using only the cassette tape and adding pre- and post-tests.

Learner Comments
"Finnegelwyk" was evaluated with three student populations: visually handicapped, learning disabled, and regular classroom.

Evaluation Comments
Based upon evaluation data from 15 students, the following was observed:
1. Five of ten students (50%) said they liked the unit, four students (40%) were unsure and one student (10%) did not like the tape.
2. Ten of the fifteen students (67%) "paid attention" to the tape, two students (13%) did not, and three students (20%) did at first but became uninterested.
3. The material appears to be appropriate for the following audiences:

Stage I*	Not appropriate
Stage IIa*	Not appropriate
Stage IIb*	Appropriate
Stage III*	Appropriate

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Summary
Taking the results of the evaluation data alone, "Finnegelwyk" appears to be acceptable for use in the classroom with certain students. There are, however, other facts about the material that are not revealed in the data.

In many cases observers noted that the tape appeared to present information at too fast a rate for the learner and that the tape itself was too long. Perhaps including the visual component would reduce this deficiency. Also, comments by some of the students indicated they thought the tape "boring".

In summary, "Finnegelwyk" appears to achieve its specified objectives of identifying sources of ecological problems and showing how the Earth might appear to an outsider, but some questions have been raised about how well students "like" the unit when it appears in the solely auditory format.

William Anderson

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Great Lakes Region Special Education Instructional Materials Center
Michigan State University
East Lansing, Michigan

DESCRIPTION

Finnegelwyk Visits the Earth is one story in the Fantastic Fables: Values for Tomorrow series. These stories are designed to motivate young readers to interact with subject matter and participate eagerly in reading. The stories cover such areas as fears of the unknown ecology, human interaction and drugs. The filmstrips are cartoons that relate to the subjects presented on the audiotape cassettes. Easy reading comic books accompany the audiotape cassettes and filmstrips so that the students may follow along with the story.

STUDENT OBJECTIVES

--to interact with subject matter

--to enjoy reading

CONTENT

--four audiotape cassettes

--comic book

--four filmstrips

--one teacher's guide

PROCEDURE

The students are to listen to the audiotape cassettes while viewing the filmstrips. Individual, small, or large group settings are all appropriate. Teacher direction is not necessary during the presentation of the material, but the teacher should promote follow-up discussions. Each lessor is 15 minutes long.

EQUIPMENT NEEDED

A cassette recorder and filmstrip projector is required.

AUTHOR Judy Berke

PRODUCER Warren Schloat Productions, Inc.
115 Tompkins Ave.
Pleasantville, N.Y. 10570

DATE 1973

COMMENTS

--no words on cartoon filmstrips

--may be good high interest/low level

FOCUS AREA	TITLE	RECOMMENDED FOR
Reading/Values	FANTASTIC FABLES: VALUES FOR TOMORROW Finnegelwyk Visits the Earth	Intermediate/Adolescent CA/MA: 9

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Report
OF FIELD TEST EVALUATION

Geometric Shapes

Description

"Geometric Shapes" is one of several similar audio flashcard programs from Educational Development Corporation, designed for use with the EDC Audio Flashcard Reader. The program consists of 24 audio flashcards and a booklet of exercises and achievement tests. The shapes presented are circle, oval, rectangle and square. Following each set of cards dealing with one of the shapes, the student is directed to turn to an exercise in the booklet as a check-up. Upon completion of all cards and exercises, the student takes an achievement test.

Procedure

"Geometric Shapes" was field tested with eight students assessed as auditory learners of which:

	Regular Class	L.D. Class
3 were at Stage I	2	1
5 were at Stage IIa	4	1

For the regular class students, procedures, problems and general impressions follow:

Procedures

1. The Achievement Test was administered as a pre-test.
2. Based on the errors on the Achievement Test, cards were selected which corresponded to the errors and were presented to the child, (i.e. the circle cards were given to the child who did not identify circles on the pre-test).
3. The child listened to the set of audio flashcards using the audio flashcard reader.
4. Upon completion of the cards, the exercise was administered to the child as a post-test.
5. The child was asked to rate the tape.

Problems

Each button of the audio flashcard reader must be held down completely for the entire sentence to be read. When a child forgot this and raised his finger, the sentence stopped. Either because the instructions were not clear or for some child-related reason, the sentences on the flashcard were not completed on numerous occasions. Many times the child did not realize that part of the sentence was missing and went on to push the next button. At times he realized it was incomplete, but was unsure of what to do to correct it.

General Impressions

1. Because of some behaviors which indicated the child's confusion, the observers interacted frequently with the child. Instructions which accompanied the material were incomplete for the child to use it successfully without additional input.
2. The children seemed very preoccupied with the audio flashcard reader. They seemed very anxious to keep on pushing buttons, anticipating when they would push the next one. Questions which were asked on one of the tracks went unanswered as the child pushed the next button without responding. Yet when one of the observers asked the same question, the child responded, although often incorrectly. This seems to indicate some difficulty with the medium which may be interfering with learning.
3. The pre/post-test procedure may have added to the ineffectiveness of the material. It was difficult to assess learning with the achievement test and exercise sheet used as the pre/post measure. They are not parallel forms and were inappropriately used in field testing.
4. The amount of cognitive material on each of the audio flashcards was not integrated but rather isolated factual statements which made it difficult for the children to process the information and learn from the material. After listening to a unit the child often appeared confused or expressed his confusion. The children did not seem able to integrate the isolated facts as they were presented.

Based on findings with these students, the procedure was changed for use with the ***learning disabled children.*** It was hoped that this procedure would be more effective and in fact more in line with the manufacturer's intended use.

Procedure

1. The Achievement Test was administered as a pre-test.
2. The General Introduction audio flashcard and cards 1 and 2, which present the concepts of open and closed figure which appear throughout the material, were presented.
3. Based on the errors on the Achievement Test, cards were selected which corresponded to the errors and were presented to the child.
4. The child listened to the set of audio flashcards, using the audio flashcard reader.
5. Upon completion of the cards, the exercise sheet, which corresponded to the cards, was completed by the child.
6. The Achievement Test, Alternate Form, was then administered as a post-test.

Problems

As in the first field test situation, children had difficulty holding each button down until the completion of the message. At times they did not realize they had missed part of the message. (Perhaps just standing at the machine, instead of sitting, would help.)

General Impressions

1. The addition of the General Introduction card and cards 1 and 2 which presented the basic concepts of the entire material seemed to reduce the child's confusion which appeared in field tests with children in regular classes.
2. The use of the exercise sheet as a practice activity seemed to allow for the integration of the cognitive material. The post-tests showed that some learning took place. (This measure of learning is taken only on the improvement on the post-test based on the material which was presented. It excludes the errors which did not relate to the material presented.)
3. The children did not seem to be preoccupied with the audio flashcard reader. They enjoyed the experience, it was "really fun".

Conclusions

This material, when used as specified by the producer, seems to be an appropriate learning material for Stage I and IIa students. However, additional instructions, interaction, and feedback from a person familiar with the content of the unit and the operation of the audio flashcard reader may be necessary.

Cindy Lafkas

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Great Lakes Region Special Education Instructional Materials Center
Michigan State University
East Lansing, Michigan

DESCRIPTION

Geometric Shapes I teaches students to identify triangles, squares, rectangles, circles, and ovals and to be able to distinguish between squares and rectangles, and ovals and circles. The audiotape cassette and flashcards should be repeated several times in order for students to master learning.

STUDENT OBJECTIVES

--to identify triangles, squares, rectangles, circles and ovals

--to distinguish between squares and rectangles, ovals and circles

CONTENT

--one audiotape cassette

--27 flashcards

--one teacher's guide

PROCEDURE

The material is designed for use in segments to be followed by the exercise sheet and finally by the achievement test. Individual or small group settings are appropriate. Follow-up activities are suggested. Each lesson is 10 minutes long with a total of 3 lessons.

EQUIPMENT NEEDED

A cassette recorder and flashcard reader is required.

AUTHOR Clarkson and Kranyik

PRODUCER Educational Development Center
39 Chapel St.
Newton, Mass. 02160

DATE 1973

COST $162.00, complete series

COMMENTS

--needs more complete and specific directions for independent child use

--though intention is for instructional use, seems to be more supplemental

FOCUS AREA	TITLE	RECOMMENDED FOR
Mathematics	Geometric Shapes I	Primary CA: 4 MA: 5

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Report
OF FIELD TEST EVALUATION

Learning Basic Skills Through Music
Seat Belts, Growing

Material
"Seat Belts" and "Growing" are two songs from the ***Activity Records*** series entitled ***Learning Basic Skills Through Music*** by Hap Palmer. Both of the folk-style songs feature original lyrics sung by a male voice with a guitar accompaniment. "Seat Belts" stresses the importance of buckling seat belts while in the car. "Growing" tells about the growth process of living things. Except for particular content, the songs are quite similar and as they appear in the same series, they are evaluated as one unit.

Learners
These songs were field tested with five Stage I* learners, three of whom were trainable mentally impaired, one was visually impaired, and one learning disabled. The songs were used with some of these children more than once for a total of eight instructional units.

Field Test Procedure
For convenience in field testing, each song was recorded onto a cassette tape and two pre- and post-test questions were added for each song. The song, pre- and post-test questions, and a discussion following the post-test in which the student was asked to rate the tape, completed the instructional unit.

Equipment
The equipment used for field testing was a cassette recorder to play the instructional experience. Another cassette recorder was used to record the entire experience.

Findings
The children showed widely varied responses to the material and the experience. For example, the learning disabled child was very responsive to the evaluator and the equipment, but not to the content. The visually impaired child was very attentive to the music and could repeat directly from the song on the post-test. The trainable children were inconsistent in their responses.

All the children rated the tape positively; they liked the songs, regardless of whether or not they learned. The learning disabled child said he liked it but would prefer a story.

Comments
1. In the reports from the field tests with the trainable students, the frequent comment of the evaluators was that repetition of the material would be necessary if learning were to occur. One exposure, while enjoyable, was just not sufficient for learning.
2. These songs did not provide repetition in the lyrics nor an invitation to the children to sing along and thus were not participation songs. They required auditory memory and auditory selective recall at an instructional level for learning to take place. If the lyrics were repeated and the children invited to sing along, they might be able to learn some of the concepts included.

Marsha C. Smith

***Stages**
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Stage I is characterized by egocentric, isolated thoughts, necessity for proximity to learning situation, and individuality of responses.

Stage IIa is characterized by inconsistent and unpredictable cognitive behaviors, necessity for concrete objects, selectivity in generalizing and affinity for the obvious.

Stage IIb is characterized by ability to solve problems if accompanied by concrete objects and sequenced events, integration of self-concept, and selectivity in generalizing.

Stage III is characterized by ability to solve verbal problems logically, exaggerated concern for self, and emphasizes group relationships.

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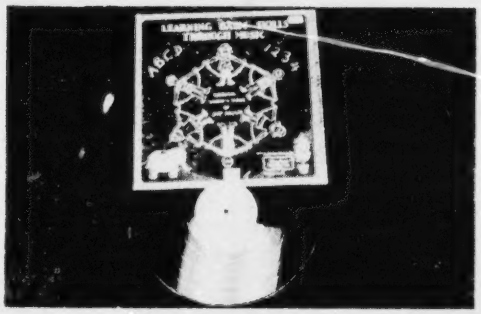
Great Lakes Region Special Education
Instructional Materials Center
Michigan State University
East Lansing, Michigan

DESCRIPTION

Learning Basic Skills Through Music is one unit in the Activity Records series. One of the phonograph records, subtitled Health and Safety, discusses, as examples, Seat Belts and Take a Bath. The presentation on Seat Belts tells why seat belts are necessary and how they can help save lives in some incidents. Take a Bath explains the importance of cleanliness and good grooming. The other phonograph record, designed as a supplemental listening activity for preschool children, discusses such items as "growing up" and the different kinds of clothing boys and girls wear. Information about daily living skills are also presented on this phonograph record.



AUTHOR Hap Palmer

STUDENT OBJECTIVES

--to become aware of the importance of seat belts

--to realize the importance of cleanliness

--objectives differ with song topic

PRODUCER Educational Activities, Inc.
P.O. Box 392
Freeport, N.Y. 11520

CONTENT

--two separate phonograph records

DATE 1970

PROCEDURE

The phonograph records may be used as desired by the teacher. Directions for any student actions are included on the phonograph record. It is suggested that the teacher use this material in a small or large group setting and that he be present during the lesson and after for possible follow-up activities. Each lesson is 3 minutes long.

COST $5.95

COMMENTS

--very pleasing music

--clear directions

--auditory memory (auditory attention)

EQUIPMENT NEEDED

A phonograph is required.

FOCUS AREA	TITLE	RECOMMENDED FOR
Daily living skills/ Communication skills Safety Education/Self Care	ACTIVITY RECORDS Learning Basic Skills Through Music	Preschool/Elementary CA/MA: 3 Preschool/Primary CA: 4 MA: 3

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For fiscal year 1973-74 the Great Lakes Region Special Education Instructional Materials Center focused its media/materials efforts on instructional materials that could best be utilized by handicapped learners who were auditorially disadvantaged. A series of correlated strategies were conducted that included the evaluation of commercially available auditory instructional materials, the modification of instructional materials to make them more effective for auditory learners, and the development of new auditory materials. A vital aspect of this effort was the classroom evaluation of available, modified, and newly developed auditory instructional materials with handicapped children who best learn through the auditory modality. This paper is one of a series of reports on auditory instructional materials that details information collected through this classroom field testing.

Report
OF FIELD TEST EVALUATION

Life Cycle Nature Stories
Whitefoot

Material Content
"Whitefoot" is a narrative about a wood mouse. The story is read verbatim from the book of the same title by Robert McClung. The story presents many facts about the animal's life cycle, habitat and the dangers of woodland life. The narrative itself is about 15 minutes in length.

Field Test Procedure
This material was used in three field test sites with a total of 9 students. All were male and cognitively functioning at Stage II*. Three of the students were blind. Chronological age varied.

The material was used as manufactured except the paperback book was not used and a 3-minute content-dependent pre- and post-test was added. Pre- and post-test questions included specific facts ("How long is a wood mouse?" etc.) directly relating to the audio presentation.

Equipment Used
Audiomate 590 cassette recorder (for presenting the material); Sony TC 45 cassette recorder (for recording student's responses).

Field Test Findings
1. Learning
   Nearly all students (8 of 9) improved at least some degree on the post-test. The objectives of the material seem to have been met to some degree.
   Objectives as written were:
   To gain scientific facts about the wood mouse.
   To gain interest in animals and nature through auditory story form.
2. Student Response
   Eight of the nine students indicated that they generally liked the tape although 3 offered some qualifying remarks (length – too long or too short, not interesting enough, interesting because of information presented, subject matter to some was of interest, to others not).
   Behaviors noted during the session indicated that restlessness was a common factor among the students. This "non-attentive" behavior occurred in 7 of 9 observations of the material being used. One child actually fell asleep.
   The interaction between the child and the tape is nonconclusive since observers made few positive or negative comments about interaction. The tape itself does not call for any direct interaction.

Prerequisites
Other than auding, no content prerequisites are necessary for either child or teacher. The material seems to be a self-contained learning experience on a specific subject. However, the child has to be functioning at Stage II*.

With the pre- and post-test included the entire experience took a total of 20 minutes. Using this procedure, if the child had been instructed to stop the tape recorder after each pre- and post-test question, he would have been able to use the material independently. Answers to post-test questions were not provided on this tape.

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General Comments
1. The material seemed best for an internally motivated child (who didn't depend on gimmicks to keep interested). In general, the level of the material seemed appropriate for the children who listened to it.
2. The children in our population seemed to like and learn from having a story read to them. Subject matter and length should be carefully matched to suit the individual learner.
3. Giving some "guidelines for listening" prior to hearing the story or presentation seemed to help the child "zero in".
4. This particular tape seemed too long and could use some variation in presentation.
5. If this tape is to be used to fulfill objectives, it could be presented in two sessions, giving specific guidelines for each.
6. Follow-up activities could be created that differ for each subsequent exposure to vary the experience.
   1) discussion
   2) worksheet
   3) draw a picture
   4) write or tell your own summary about Whitefoot or what you liked best, what you learned that was particularly interesting, etc.
   An attempt should also be made to get the most from the vast amount of material presented.
7. Appraisal of the learning experience is easier with a fairly verbal child, unless another method of appraisal is developed.

Marsha Smith

***Stages**
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Great Lakes Region Special Education Instructional Materials Center
Michigan State University
East Lansing, Michigan

DESCRIPTION — Whitefoot is one of six titles in similar format of the Life Cycle Nature Stories. These stories offer scientific facts about the life cycles of several animals. A paper backed book is provided in which students may follow along.

STUDENT OBJECTIVE — --to become familiar with life cycles of various animals

CONTENT — --one audiotape cassette
--four books

PROCEDURE — The students are to follow along in the books while listening to the audiotape cassettes. Individual or small group settings are most appropriate. Each lesson is 15 minutes long.

EQUIPMENT NEEDED — A cassette recorder is required.

AUTHOR — Robert M. McClung

PRODUCER — School and Library Services
William Morrow and Co.
105 Madison Ave.
New York, N.Y. 10016

DATE — 1973

COST — $9.75, audiotape cassette and four books

COMMENTS — --narrator reads verbatim
--high interest/low level
--a great number of facts are presented in story form

FOCUS AREA	TITLE	RECOMMENDED FOR
Reading/Science topic	LIFE CYCLE NATURE STORIES Whitefoot	Primary CA/MA: 6

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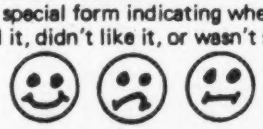
Report
OF FIELD TEST EVALUATION

The Living History Book
Boston Massacre

Description
"Boston Massacre" is part of a series entitled, ***The Living History Book.*** One of a set of 20 tapes formatted as dramatic reenactments of significant historical events, this unit simulates the circumstances surrounding the confrontation between the Colonists and the British in 1770. The instructional experience, involving pre- and post-testing, was approximately 20 minutes in length.

Instructional Procedure
The instructional unit was field tested on 8 occasions in a one-to-one situation according to the following procedure:
1. A five question true/false test (on the tape) was administered as a pre-test. Test items were taken from the teacher's guide accompanying the series.
2. The instructional sequence was played.
3. The five question true/false test was given again (on the tape). The correct answers to the questions were also given.
4. A series of discussion questions were asked from the accompanying field test guide.
5. The student was asked to rate the tape on a special form indicating whether he liked it, didn't like it, or wasn't sure.



Equipment
Each field test experience was taped in its entirety for staff feedback and evaluation data. An Audiomate 590 delivered the instructional tape. Prerecorded signals stopped the tape following each pre- and post-test item to allow time for student response. The student restarted the tape with the restart button.

Data Collected
1. Student behavioral data was recorded on an observation form by a staff member other than the experimenter.
2. A recorder was used to record all verbal interactions during the instructional unit.
3. The number of students tested at each location, their type of disability, and their learning stages* were noted for each experience.

Learner Prerequisites
1. An ability to selectively integrate and recall facts.
2. An ability to distinguish foreground from background.
3. An elementary knowledge of the Revolutionary War.

Analysis of Data
Seven observations by staff field testers tend to support the following conclusions:
1. Was the post-test performance better than the pre-test performance?
   Correct answers rose from pre- to post-testing by over 50% (from 11 to 24). It appears that the tape was instructional. The reinforcement/feedback on the post-test seemed to appeal to students.
2. How many material/student interactions were there?
   Other than the testing portions of the tape, no overt responses were called for. This tape appeared to stimulate frequent interactions, however. The newscast format, the sound effects of the battle, the accents of the British soldiers, and the general drama of the presentation stimulated frequent interactive responses.
3. How did students rate the tape?
   Six of the seven observations recorded favorable ratings by the students. The seventh was unsure. Comments from pupils included, "Even though I don't like history, this makes it interesting."
4. Did the child pay attention to the tape?
   This unit provided more incentive to pay attention than other tapes in the series. It was shorter, less information was presented, and the combination of the newscast format, sound effects, and accents lent interest.
5. Was the child expressive in the discussion following?
   The visually-impaired children were more expressive than other learners. Also, Stage III learners were much more verbal and kept post-experience discussions more pertinent than did Stage II learners. It appears, however, that those pupils with a knowledge of the Revolutionary War were much more able to integrate this unit into a systematic form of reference.
6. Was the material appropriate for the child?
   It appears that the material-child match was appropriate in most of the cases observed. Only one instance was reported where the material seemed to be inappropriate for the learner. This material appeared to be instructional for 6 of the 7 pupils observed.

General Comments
The unit appears to accomplish its objectives. Students did change as a result of the instructional experience. Pupils felt that if they had to learn history, this tape was a good vehicle. This tape could stand alone or be used as a supplement to a Revolutionary War unit.

David Broski

***Stages**
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Great Lakes Region Special Education
Instructional Materials Center
Michigan State University
East Lansing, Michigan

DESCRIPTION

The Living History Book consists of 20 audiotape cassettes which contain information about American history. Topics such as the Bombing of Pearl Harbor, D-Day Invasion, Lincoln's Assassination and the Atomic Bomb are covered in this series. Segments within each taped unit point out how some topics are related either from the standpoint of time or subject matter. Each event is recreated to appear as if it were happening now. The presentations are short, concise and present interesting information. The lesson provides answers to objective recall questions.

CONTENT

--20 audiotape cassettes

--35 worksheets

--one teacher's guide

PRODUCER

Imperial International Learning Corp.
Box 548
Kankakee, IL 60901

DATE

1970

PROCEDURE

The teacher's manual contains many suggestions for introducing the audiotape cassettes and activities following. Transfer and related research activities are also suggested in the guide. Any number of students may attend the presentation. Teacher direction is not necessary during listening time, but the teacher should promote discussions following the presentation. The time per lesson ranges from 5 to 15 minutes long.

COST

$159.00

COMMENTS

--an American History course could be built around this series

--well done presentation

EQUIPMENT NEEDED

A cassette recorder is required.

FOCUS AREA	TITLE	RECOMMENDED FOR
Social Studies/American History	The Living History Book	Advanced/Intermediate Adolescent/Elementary CA/MA: 10

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Report
OF FIELD TEST EVALUATION

The Living History Book
Lincoln's Assassination

Description
"Lincoln's Assassination" is part of a series entitled ***The Living History Book***. One of a set of 20 tapes formatted as dramatic reenactments of significant historical events, this unit simulates the circumstances surrounding the assassination of Abraham Lincoln. The instructional experience, involving pre- and post-testing, was approximately 20 minutes in length.

Instructional Procedure
The instructional unit was field tested on eight occasions in a one-to-one situation according to the following procedure:
1. A 5 question true/false test (on the tape) was administered as a pre-test. Test items were taken from the teacher's guide accompanying the series.
2. The instructional sequence was played.
3. The 5 question true/false test was given again (on the tape). The correct answers were also given.
5. The student was asked to rate the tape on a special form indicating whether he liked it, did not like it, or was not sure.

Equipment
Each field test experience was taped in its entirety for staff feedback and evaluation data. An Audiomate 590 delivered the instructional tape. Prerecorded signals stopped the tape following each pre- and post-test item to allow time for student response. The student restarted the tape with the restart button.

Data Collected
1. Student behavioral data was recorded on an observation form by a staff member other than the experimenter.
2. A recorder was used to record all verbal interaction during the instructional unit.
3. The number of students tested at each location, their type of disability, and their learning stages* were noted for each experience.

Learner Prerequisites
1. An ability to selectively integrate and recall facts.
2. An ability to distinguish foreground from background.
3. An elementary knowledge of the Civil War era.

Analysis of Data
Eight observations by staff field testers tend to support the following conclusions:

. Was the post-test performance better than the pre-test performance?
Correct answers rose from pre- to post-testing by almost 50% (from 23 to 34). It appears that the tape was instructional. The reinforcement/ feedback on the post-test seemed to appeal to students.

2. How many material/student interactions were there?
The tape doesn't call for overt responses except for the true/false questions. Little opportunity for interaction is provided. Field test observation forms indicate infrequent material/student interaction during this instructional unit. However, more were recorded for this unit than for "Pearl Harbor", another unit in this series.

3. How did students rate the tape?
Generally, the observation forms indicate a favorable response to this unit. Many expressed comments such as "This is really interesting!" The topic of assassination provided some interest in and of itself. George Wallace and Robert and John Kennedy were frequently mentioned by the students.

4. Did the child pay attention to the tape?
Although this unit seemed to maintain attention better than others in the series, it still was observed that more interaction is needed. The newscast format doesn't appear to be sufficient to maintain interest for 20 minutes.

5. Was the child expressive in the discussion following?
The visually impaired students were more expressive than those at other field test sites. Also, Stage III learners were more verbal than Stage II learners. Students, furthermore, appeared to be very aware of Lincoln and the Civil War which may have had a stimulating effect upon the amount of discussion.

6. Was the material appropriate for the child?
It appears that the material-child match was appropriate in the cases observed. No level below instructional was reported. In other words, for each of the students chosen, the tape was neither too difficult nor too easy, although in two instances it was observed that a slower rate of presentation might have been more appropriate.

General Comments
The unit appears to accomplish its objectives. Students did change as a result of the instructional experience. Students also felt that if they had to learn history, this tape was a good vehicle. This tape could stand alone as an interesting supplement to a Civil War unit. It appears to have received a more favorable response than other tapes in this series.

Dave Broski

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Great Lakes Region Special Education Instructional Materials Center
Michigan State University
East Lansing, Michigan

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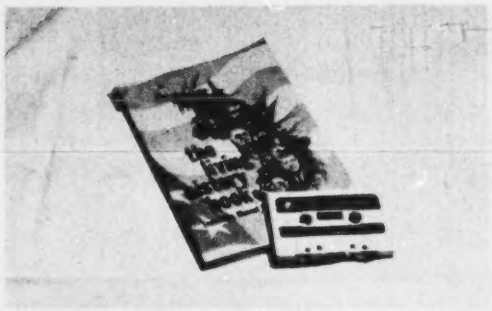

CONTENT

--20 audiotape cassettes

--35 worksheets

--one teacher's guide

PRODUCER

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Box 548
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DATE

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PROCEDURE

The teacher's manual contains many suggestions for introducing the audiotape cassettes and activities following. Transfer and related research activities are also suggested in the guide. Any number of students may attend the presentation. Teacher direction is not necessary during listening time, but the teacher should promote discussions following the presentation. The time per lesson ranges from 5 to 15 minutes long.

COST

$159.00

COMMENTS

--an American History course could be built around this series

--well done presentations

EQUIPMENT NEEDED

A cassette recorder is required.

FOCUS AREA	TITLE	RECOMMENDED FOR
Social Studies/American History	The Living History Book	Advanced/Intermediate Adolescent/Elementary CA/MA: 10

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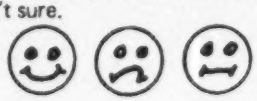
Report
OF FIELD TEST EVALUATION

The Living History Book
Pearl Harbor

Description
"Pearl Harbor" is part of a series entitled, ***The Living History Book.*** One of a set of 20 tapes formatted as dramatic reenactments of significant historical events, this unit simulates the circumstances surrounding the bombing of Pearl Harbor. The instructional experience, involving pre- and post-testing, is approximately 20 minutes in length.

Instructional Procedure
The instructional unit was field tested on 11 occasions in a one-to-one situation according to the following procedure:
1. A 5 question true/false test (on the tape) was administered as a pre-test. Test items were taken from the teacher's guide accompanying the series.
2. The instructional sequence was played.
3. The 5 question true/false test was given again (on the tape) and the correct answers were presented.
4. A series of discussion questions were asked from the accompanying field test guide.
5. The student was asked to rate the tape on a special form indicating whether he liked the tape, didn't like it, or wasn't sure.



Equipment
Each field test experience was taped in its entirety for staff feedback and evaluation data. An Audiomate 590 delivered the instructional tape. Prerecorded signals stopped the tape following each pre- and post-test item to allow time for student response. The student restarted the tape with the restart button.

Data Collected
1. Student behavioral data was recorded on an observation form by a staff member other than the experimenter.
2. A recorder was used to record all verbal interaction during the instructional unit.
3. The number of students tested at each location, their type of disability, and their learning stages were noted for each experience.

Learner Prerequisites
1. An ability to selectively integrate and recall facts.
2. An ability to distinguish foreground from background.
3. An elementary knowledge of World War II.

Analysis of Data
Eleven observations by staff field testers tend to support the following conclusions:
1. Was the post-test performance better than the pre-test performance?
   Correct answers from pre- to post-testing rose from 23 to 35, an increase of 50%. It appears that the tape was instructional. However, during the pre-test experience, students seemed confused by the word ***unanimous*** and its meaning. Some felt it was synonymous with ***overwhelming.*** Also, the post-test was criticized by the students for being "tricky". For example, the last digit in the date of the attack was inadvertantly changed from that given in the instruction and the children were told an incorrect answer. On the other hand, the reinforcement/feedback on the post-test seemed to appeal to students.
2. How many material/student interactions were there?
   The tape does not call for overt responses other than the test questions. Little opportunity for interaction is provided. Field-test observation forms indicate infrequent material/student interactions.
3. How did students rate the tape?
   Nine of the 11 students liked the tape. One wasn't sure and the other didn't like it. Reasons for liking the tape included the topic of war ("I like to learn about the war "), the realism of the bombing sequence, and the simulation format. Negative comments centered on the rate of presentation ("It was too fast "), it was boring, and one child didn't like the newscast format.
4. Did the child pay attention to the tape?
   It appears that most children lost interest somewhere in the tape. The newscast format helped to bring them back in for particular sequences, but in general, it seems that not enough interaction was provided to hold and maintain attention for that length of time.
5. Was the child expressive in the discussion following?
   It appears that the visually-impaired children were more expressive following the experience than other children. This may be due, however, to the high quality and great detail of one evaluator's reports. Much of the discussion following the tape centered around explanations of the answers on the post-test. In comparison with other materials, generally, this seems to be no better than average.
6. Was the material appropriate for the child?
   It appears that the material/child match was appropriate for the Stage IIb* and Stage III* learners observed. No level below instructional was reported. In other words, for each of the students chosen, the tape was neither too difficult nor too easy.

General Comments
This unit appears to accomplish its objectives. Students did feel that if they had to learn history, this tape was a good vehicle. Certainly, "Pearl Harbor" could stand alone as an interesting supplement to a World War II unit.

David Broski

***Stages**
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Great Lakes Region Special Education Instructional Materials Center
Michigan State University
East Lansing, Michigan

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DESCRIPTION

The Living History Book consists of 20 audiotape cassettes which contain information about American history. Topics such as the Bombing of Pearl Harbor, D-Day Invasion, Lincoln's Assassination and the Atomic Bomb are covered in this series. Segments within each taped unit point out how some topics are related either from the standpoint of time or subject matter. Each event is recreated to appear as if it were happening now. The presentations are short, concise and present interesting information. The lesson provides answers to objective recall questions.

CONTENT

--20 audiotape cassettes

--35 worksheets

--one teacher's guide

PRODUCER

Imperial International Learning Corp.
Box 548
Kankakee, IL 60901

DATE

1970

PROCEDURE

The teacher's manual contains many suggestions for introducing the audiotape cassettes and activities following. Transfer and related research activities are also suggested in the guide. Any number of students may attend the presentation. Teacher direction is not necessary during listening time, but the teacher should promote discussions following the presentation. The time per lesson ranges from 5 to 15 minutes long.

COST

$159.00

COMMENTS

--an American History course could be built around this series

--well done presentations

EQUIPMENT NEEDED

A cassette recorder is required.

FOCUS AREA	TITLE	RECOMMENDED FOR
Social Studies/American History	The Living History Book	Advanced/Intermediate Adolescent/Elementary CA/MA: 10

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For fiscal year 1973-74 the Great Lakes Region Special Education Instructional Materials Center focused its media/materials efforts on instructional materials that could best be utilized by handicapped learners who were auditorally advantaged. A series of correlated strategies were conducted that included the evaluation of commercially available auditory instructional materials, the modification of instructional materials to make them more effective for auditory learners, and the development of new auditory materials. A vital aspect of this effort was the classroom evaluation of available, modified, and newly developed auditory instructional materials with handicapped children who best learn through the auditory modality. This paper is one of a series of reports on auditory instructional materials that details information collected through this classroom field testing.

Report
OF FIELD TEST EVALUATION

Robert and His Family
Robert's Family at Home, Robert's Family and Their Neighbors

Material

Robert and His Family consists of four episodes concerning the family life of a young boy. The instructional material consists of two long playing records and four color filmstrips.

Field Test Procedure

The field testing was done with two units, "Robert's Family at Home" and "Robert's Family and Their Neighbors". The record included for each unit was recorded onto a cassette for convenience in field testing and the filmstrip was not used.

The procedure used in field testing follows:

1. Introduce the story.
2. Play the tape.
   The tape began with two pre-test questions. Each question was followed by an inaudible stop signal. The tape was restarted by the child when he had completed his response.
   The pre-test was followed by the story content.
   The post-test questions heard after the story were identical in content and format to the pre-test questions.
3. Discuss the story and have the child rate the tape.

A written record was made of the child's behavior and the entire experience was tape recorded.

Equipment Used

The equipment used for field testing was a Montage Productions, Inc. Audiomate 590 for presenting the material and a Sony TC 45 for recording the field test experience.

Students

The tape was presented in individual and small group settings. The six students selected were assessed as Stage IIa* auditory learners and were all in a regular classroom.

Results

1. Pre/Post Information: Was the post-test performance better than the pre-test performance?
   The pre- and post-test questions were such that correct responses could be made prior to listening to the tape. To measure the learning attributable to the tape, the post-test responses were looked at to determine the change in responses which were related to the content of the tape. The responses of five children were better for the post-test. Only one of the children did not change his response to correspond to the information in the tape.
2. Student-Material Interactions: How many interactions were there?
   The number of interactions per student ranged from 12 to 4, with an average of six per experience. Since there are no verbal interactions programmed for during the body of the tape, these interactions were smiles or laughs when the student was amused or identified with an incident in the story.
3. Student Ratings: How did the student rate the tape?
   Five of the six students rated the tape as "I liked it". The one student who chose the "I'm not sure" rating had made many appropriate responses to the material in the tape and seemed, by observer's impressions, to really enjoy the story!
4. Attention: Did the student seem to pay attention to the tape?
   Five of the six students were perceived as attending to the tape.
5. Discussion: Was the student expressive or not expressive during the discussion which followed the taped presentation?
   All six students were expressive during the discussion. Many of their comments related to similarities between Robert's family and the student's family.
6. Appropriateness: Was the material appropriate for the student?
   This material seemed to be appropriate for all the students at a competency level. The students did not need instruction in the material covered but seemed to enjoy listening to it and recognized similarities between their own experiences and Robert's.

Conclusions

Based on the results of these field tests, "Robert's Family" seems to be an appropriate auditory material for Stage IIa learners.

As this material is very typical of many of the series available from the Society for Visual Education, this series was chosen for field testing because it did not seem to depend on the visual component for instruction. Our field tests show that the auditory portion does provide information without the filmstrip. Whether or not the visual adds or detracts from the auditory component was not investigated, but this may need to be considered in decision making.

Field testing did not provide any information on the suitability of this material with other types of children. This may be an important consideration also.

As this material seemed to interest students in discussing their own families and neighborhoods, this may be a very appropriate way to begin such a unit of study.

Cindy Lafkas

***Stages**

Throughout this report, "stage" refers to one of four stages of development that have been defined by the project staff. A detailed examination of the Learner Classification System and the developmental stages can be found in **Bridging the Gap Between Materials and Learners: Maximizing Auditory Instruction**, Auditory Learning Monograph Series, Consortium on Auditory Learning Materials for the Handicapped, July 1974. Briefly, the stages are characterized as follows:

Stage I is characterized by egocentric, isolated thoughts, necessity for proximity to learning situation, and individuality of responses.

Stage IIa is characterized by inconsistent and unpredictable cognitive behaviors, necessity for concrete objects, selectivity in generalizing and affinity for the obvious.

Stage IIb is characterized by ability to solve problems if accompanied by concrete objects and sequenced events, integration of self-concept, and selectivity in generalizing.

Stage III is characterized by ability to solve verbal problems logically, exaggerated concern for self, and emphasizes group relationships.

Great Lakes Region Special Education Instructional Materials Center
Michigan State University
East Lansing, Michigan

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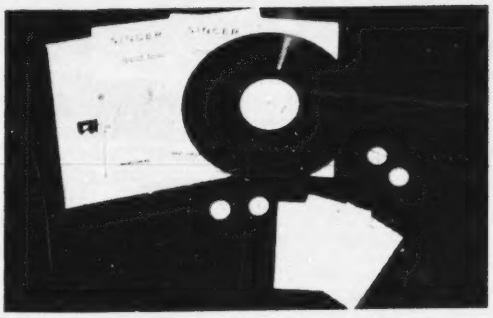
DESCRIPTION

Robert and His Family is made up of four individual stories about a black primary grade boy and his family. They are 1) Robert's Family at Home, 2) And Their Neighbors, 3) Robert Goes Shopping, and 4) Robert and Father Visit the Zoo. This is a supplemental material that focuses on understanding one's responsibilities to his family and community, the role of the family in the community and motivating students to want to contribute to group relations. These stories teach the nature and elements of a neighborhood and are designed to help Negro students relate to experiences in the story.



STUDENT OBJECTIVES

--to realize responsibilities to family and community

--to realize role of family in community

--to encourage contributions to group relations

--to learn nature and elements of a neighborhood

CONTENT

--two phonograph records

--four filmstrips

--four teacher's guides

PROCEDURE

This material may be presented to any number of students. Teacher direction is necessary during the presentation. Detailed instructions and suggestions are included in the teacher's guide. Each lesson is 11 minutes long.

EQUIPMENT NEEDED

A phonograph and filmstrip projector is needed.

PRODUCER

Singer
Society for Visual Education
1345 Diversey Parkway
Chicago, IL 60614

DATE

1967

COST

$31.00

COMMENTS

--narrated by white adult male voice

--middle class suburban family

FOCUS AREA	TITLE	RECOMMENDED FOR
Social Studies	Robert and His Family	Primary (+ K) CA/MA: 5

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Report
OF FIELD TEST EVALUATION

Science Spectrum: Earth and Space Sciences
How Old Is The Earth

Material Description:
"How Old Is The Earth?" is a 15 minute presentation through story and sound effects of facts regarding geologic relative time. Characters of historical significance are introduced and information is presented through conversations. A geologic time scale is constructed by the student as directed by the tape. The cassette was modified for field testing by the addition of four content dependent pre/post test questions, and a skeleton time scale for the student to fill in was added. With the time scale and the questions, the total time was about 20 minutes.

Objectives
For students to:
1. know about relative time and the sequence of events
2. know about the dating of rocks.

Field Test Population
The material was field tested with 7 students assessed as auditory learners; 2 were in regular classrooms, 2 were in classes for learning disabled, and 3 were totally blind. All 7 were judged to be Stage IIb* or Stage III* learners.

Equipment
A cassette playback unit was necessary to play the content tape. The modified field-test version of the tape made use of an inaudible stop following each pre- and post-test question. In order to take advantage of this programmed stop it was necessary to use an Audiomate Cassette Recorder and the restart button to begin the tape after the pause. When an Audiomate Cassette Recorder was not available, the evaluator stopped and started the tape manually on a regular playback unit.

A skeleton time scale was provided for the student in field testing. This alleviated the problem of measuring and drawing lines and allowed the child to concentrate on the auditory message. However, with the 3 totally blind students, this activity was omitted.

Field Test Findings
1. Pre-test/Post-test Performance
   Five of the 7 students performed better on the post-test. The other 2 students did not answer any pre- or post-test questions correctly.
2. Material/Student Interactions
   In addition to responding to the pre/post-test questions and the instructions for writing the time scale, 5 of the 7 students interacted during the narration, ranging in number of times from 1 to 9.
3. Student Rating
   liked tape: 4
   not sure: 2
   did not like: 1
   Several students offered qualifying comments with their ratings. "I liked it, but the questions were difficult"; "This is interesting, but if I understood more about this subject, had a background in it, I'd have gotten more from this tape."
4. Student Attentiveness
   Based on behavioral observations, evaluators judged 5 of the students to be attentive throughout the tape. The other 2 were somewhat, or intermittantly, attentive.
5. Discussion
   All 7 students participated in the discussion after using the material. The discussions focused little on the content, but more on their reactions to or feelings about the total experience.
6. Appropriateness (Material/child match)
   Evaluators judged the material appropriate for 2 students and inappropriate for 5. In spite of the inappropriateness, 4 of the 5 were interested and motivated, which resulted in some frustrations.

General Comments
1. The common dissatisfactions were that the information was too complicated and given at too fast a rate (for most learners) and that the instructions for constructing the time scale were too rapid, too lengthy, assumed prerequisite skills (fractions, spelling) and, especially, didn't allow enough time for students' written responses. Modifications could alleviate some of these problems – 1) inaudible pauses for the writing period, 2) some of the words to be written could be included on the worksheet. Pauses during the narration for discussion, reiteration, explanation of new terms, test for content, etc. could help the student to absorb more of the information with less frustration.
   More basically, the selection of students to use this material must be made carefully. It seems to be appropriate for learners who are at Stage III level.
2. While the material is designed to be used by a student without teacher direction, all of the students in field testing needed assistance to construct the time scale. This indicated that a teacher should be available.
3. Different students showed different reactions to the pre/post-test questions. One was anxious during the tape about what he should remember, based on the pre-test questions; one was quite upset at her inability to recall the post-test answers. On the other hand, one boy volunteered the comment that the pre-test helped him to listen.
4. Because 6 out of 7 students were interested and motivated and 5 out of 7 improved on the post-test, the material must have value. The value could probably be heightened when used with Stage III learners who are ready and when the rate of delivery of information and of instructions for the time scale are controlled.

Phyllis O'Connor

***Stages**
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Stage III is characterized by ability to solve verbal problems logically, exaggerated concern for self, and emphasizes group relationships.

Great Lakes Region Special Education Instructional Materials Center
Michigan State University
East Lansing, Michigan

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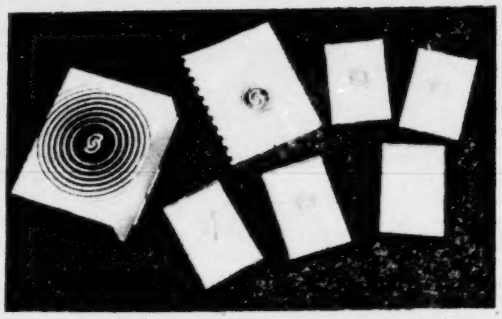
DESCRIPTION

Earth and Space Sciences is one unit in the Science Spectrum series that covers such areas as 1) How Old is the Earth and 2) Beaches and Tides. Each of the 6 audiotape cassettes has a different objective. But basically, students are made aware of various subjects in science and learn to identify, use analogies, and cite techniques in geologic time. Some manual expression from the students is required.



STUDENT OBJECTIVES

--varies depending on topic covered on each audiotape cassette

--to identify, use analogies and cite techniques in geologic time

CONTENT

--six audiotape cassettes

--one teacher's guide

PROCEDURE

This material may be used with little teacher supervision and with any number of students. Follow-up activities are suggested. Each lesson is 15 minutes long.

EQUIPMENT NEEDED

A cassette recorder is required.

PRODUCER

Science Workshop, Inc.
Box 9785
Atlanta, Georgia 30319

DATE

1971

COST

$45.00

COMMENTS

--may be useful as part of a geology or other science unit

--all tapes of differing levels, but primarily MA 9 and up

--various different subjects in science covered on tape

FOCUS AREA	TITLE	RECOMMENDED FOR
Science (cognition)	SCIENCE SPECTRUM Earth and Space Sciences	Intermediate/Advanced Elementary/Adolescent CA: 9 MA: 8

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Report
OF FIELD TEST EVALUATION

Sounds I Can Hear
School

Material
"Sounds I Can Hear" consists of four different units (School, Neighborhood, Farm in the Zoo, House). Each of the units includes a record and set of picture cards. The narrator on the record provides instructions to the listener. The record also provides sounds associated with the pictures for the listener to use in creating stories and discussing the content of the pictures. The field testing was conducted with only one unit (School) and three of the four stories from the unit were used. The record included with the unit was transcribed to a tape cassette for ease of use in the field testing. The appropriate picture cards for the stories were used as provided by the manufacturer.

Procedure
The manufacturer suggests the following procedure:
1. Play a story
2. Invite recall of sounds
3. Invite a story built on sounds
4. Replay story
5. Arrange picture cards in correct sequence
6. Retell story from picture cards.

The field testing used the following procedure:
1. Play a story
2. Invite a story built on sounds
3. Arrange picture cards in correct sequence.

Type of Data Collected
A written record was made of all behaviors demonstrated by the student during the experience. The entire experience was tape recorded for later examination and to add further detail to the written record of behavioral observations. The student's arrangement of picture cards (sequence) was recorded on paper. The student was asked to respond to "Did you like this tape?" and his response was noted.

Number of Students Used
Ten different students, all assessed as auditory learners, used the material, of which:

	Regular Class	L.D. Class
3 were at Stage I*	3	0
7 were at Stage IIa*	4	3

Analysis of Data
Seven of the ten students (70%) responded well to the experience. The aspects of their responses that indicated that they responded well include:
- anticipated story (2 students)
- responded quickly (4 students)
- created appropriate stories (9 students)
- created involved stories, beyond the simplicity of the sounds (3 students)
- stated that they liked the experience (9 students)
- involved with experience, not easily distracted by outside stimulus (7 students).

Three of the ten students (30%) did not respond well to the experience. The three students that did not respond well to the experience were those who, developmentally, were at the lowest level of the ten. These three students are typified as needing very concrete learning experiences and they are not able to conceptualize ideas from pieces of information. It seems that the procedure used for the experience, somewhat more advanced than that suggested by the manufacturer, may have contributed to this failure. The manufacturer's suggested procedure would have provided more reinforcement and allowed the student to progress through the material at a slower rate.

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General Comments
This material, as used in the field testing, seems to be very appropriate for learners who can integrate information to a small extent and can use some logical thinking. These learners enjoyed the experience and were able to provide stories to the stimulus sounds that were presented. For learners of a lower stage, a more detailed and slower presentation of the experience would seem essential. Since the other units in the "Sounds I Can Hear" set are similar in nature to the one that was field tested, it can be expected that these other units would yield similar results.

S. Joseph Levine

***Stages**
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Great Lakes Region Special Education Instructional Materials Center
Michigan State University
East Lansing, Michigan

DESCRIPTION

Sounds I Can Hear is a listening program made up of four individual units that are designed to acquaint students to sounds they might hear around the house, school, farm and zoo. This material provides good exercises in memory based on association. Space is provided on the phonograph record to allow students to make up stories about the sounds they heard.

STUDENT OBJECTIVES

--to become aware of common sounds

--to identify common sounds

--to exercise memory

CONTENT

--four phonograph records

--picture cards and chart of items associated with sounds

--teacher's manual

PROCEDURE

The students must listen carefully to the sounds on the phonograph records and then match the sounds with the picture cards included in the unit. The teacher's guide provides necessary instructions and suggestions. Teacher direction and follow-up activities are suggested. The material is most appropriate for individual or small group settings. Each lesson is 20 minutes long.

EQUIPMENT NEEDED

A phonograph is required.

AUTHOR R.G. Nichols, Consultant

PRODUCER Scott, Foresman and Co.
2000 E. Lake Ave.
Glenview, IL 60025

DATE 1966

COST $15.00

FOCUS AREA	TITLE	RECOMMENDED FOR
Listening/Communication Skills	Sounds I Can Hear	Kindergarten - 3

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Report
OF FIELD TEST EVALUATION

Utilities, Communications
Using the Telephone, Part II

Description
"Using the Telephone, Part II" is one portion of a public utilities unit produced by Avid Corporation. It was designed to teach children to use the telephone efficiently in normal and emergency situations. The unit consists of a filmstrip and record. It was selected for field testing because the presentation method is one commonly used with regular and handicapped children.

Field Test Procedure
A pre-test was designed with a telephone and a situation for the child to respond to. A tape, made from the record, was then played for the student and a post-test, similar to the pre-test, was given. A discussion concluded the experience. The presentation was made individually to each student. The filmstrip was not used.

Students
The field test was conducted with six students described as Stage II* learners from regular classrooms.

Summary Evaluative Data
1. Pre-test/Post-test Performance: Was the post-test performance better than the pre-test performance?
   Each student was asked to respond to a simulated situation before and after the taped material. Three of the children improved their performance from the first simulated experience to the second. Three students scored perfect on the first and second experience while one child did poorer on the second experience.
2. Interaction: How many material/student interactions were there?
   The majority of interactions with this material occurred during the simulated situations (31). The tape solicited fewer (24). The nature of the simulated experiences required the child to make numerous responses.
3. Student Rating: How did students rate the tape?
   Three of the students rated the tape as "I like it". Four were quite undecided.
4. Attention: Did the child pay attention during the tape?
   In five of the sessions, evaluators reported that the children did attend to the materials. Two children were bored by the material and did not attend to it.
5. Discussion: Was the child expressive in the discussion?
   Only four of the students engaged in discussion following the experience.
6. Appropriateness:
   The material was rated as being appropriate for only two of the seven children tested. It appeared that the material was too easy as most of the children had already mastered the objectives.

General Impression
Extreme incompatibility between students and this material resulted in a very poor evaluation of the effectiveness of "Using the Telephone, Part II". The field test versions of the material originally designed to be used with "mentally retarted" children, proved unsuccessful when used with "normal" children. Because many of the children had the skills the materials attempted to teach, the children often showed signs of boredom and inattentiveness during field test situations. Perhaps a field test utilizing subjects for which the materials were designed would prove to be more successful.

Charles Brown

***Stages**
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Great Lakes Region Special Education
Instructional Materials Center
Michigan State University
East Lansing, Michigan

DESCRIPTION

Utilities, Communications is a supplemental aid used to familiarize and instruct students on the usage of three public utilities. Youthful voices are incorporated into the narration of the lessons. The filmstrips depict through cartoons and real photos the undesirable and desirable usage of these three utilities. Two lessons are provided on the usage of the telephone, while the other two utilities each consist of one lesson.

STUDENT OBJECTIVES

--to become familiar with three public utilities

--to learn how to use these public utilities

CONTENT

--two phonograph records

--four filmstrips

PROCEDURE

The lessons may be presented as the teacher sees fit. The phonograph records may be used with or without the filmstrips. Any number of students may listen to the presentation. No follow-up activities are necessary. The time per lesson ranges from 8 to 16 minutes long.

EQUIPMENT NEEDED

A phonograph and filmstrip projector is required.

PRODUCER

Avid Corporation
Instructional Systems Division
10 Tripp Lane
East Providence, R.I. 02914

DATE

1971

COST

$36.00

COMMENTS

--records prepared for both automatic and manual projectors

--could be high interest/low level

FOCUS AREA	TITLE	RECOMMENDED FOR
Communication skills/ Social Studies	Utilities, Communications	Intermediate/Advanced Elementary/Adolescent CA/MA: 10

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